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ABSTRACT

This paper on school-college partnerships summarizes the recent history of these efforts, the "lessons learned" about collaboration, gaps where further study is needed, and an annotated bibliography of significant resources. The history of school-college partnerships began in the 19th century and has continued throughout the 20th century with the current movement set in motion by reports in the 1960s on teacher preparation and access and opportunity for diverse populations. Types of partnerships include programs and services for students, programs and services for educators, research and resources, and programs aimed at restructuring the education system. Research lessons from program experience touch on sustaining commitment, moving beyond adopt-a-model, broadening definitions, evaluating partnership outcomes, and the role of policy and policy makers. To serve the expanding partnership movement research is needed in building on what is learned, viewing partnership in the context of broader system change, using existing models for developing local partnerships, promoting supportive environments and committed leadership, and emphasizing results. An annotated bibliography contains 24 sources that offer "lessons learned" or overarching principles based on examination of many initiatives. (JB)

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A REVIEW OF THE SCHOOL-COLLEGE PARTNERSHIP LITERATURE

Education Commission of the States

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BUILDING BRIDGES:
A REVIEW OF THE SCHOOL-COLLEGE PARTNERSHIP LITERATURE

by

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June 1993

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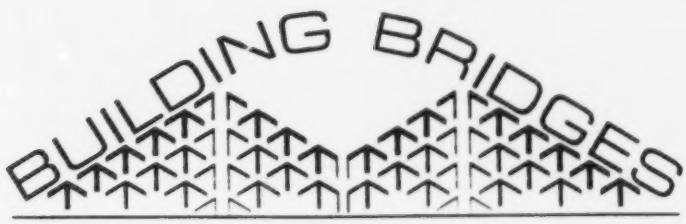

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FOREWORD

SINCE the mid-1980s, the upsurge in partnerships forming among schools, colleges, businesses and communities could be characterized as nothing short of an "educational movement." While nearly all the partnerships share a goal of improving student achievement, their activities cover a wide range of ventures, from loosely formed single-purpose agreements to long-term efforts to restructure the organization and provision of educational services.

As part of the Education Commission of the States (ECS) project on *State Leadership for Partnerships: Building Bridges Between Schools and Colleges*, ECS (with support from the Aetna Foundation) surveyed the current partnership movement to better understand the scope and nature of collaboration between K-12 and higher education. This endeavor laid the groundwork for further inquiry into a policy concern of both the Aetna Foundation and ECS: identifying the appropriate state role in fostering and sustaining school-college collaboration, particularly those partnerships that seek to improve student success for members of racial and ethnic groups underrepresented in higher education.

Our work thus far has included both informal and organized discussions with participants and supporters of partnerships at all levels of education and government. We also commissioned two papers to provide background and to guide our thinking. *Building Bridges: Using State Policy to Foster and Sustain Collaboration*, by Manuel N. Gómez, associate vice chancellor for academic affairs, University of California, Irvine, and Alfredo G. de los Santos Jr., vice chancellor for educational development, Maricopa Community Colleges, Arizona, discusses the state policy implications pertaining to collaborative partnerships. Its goal is to help policy makers create

strategies to establish and sustain partnerships — particularly partnerships between schools and colleges. This paper, *Building Bridges: A Review of the School-College Partnership Literature* by Jennifer Wallace, a former ECS research assistant, summarizes the recent history of partnerships and the "lessons learned" about the process of collaboration. She identifies gaps where further study is warranted if the partnership movement is to grow and flourish.

A recurring theme in both papers is that, until recently, most partnerships developed quite independently of any state role. State policies are viewed as benign at best, obstructive and counterproductive at worst. Whether it's because of, or in spite of, these factors, identifying the appropriate state role is a relatively new line of inquiry.

The question is not whether states have a legitimate stake in partnerships. They do, primarily because of the role collaboration can play in addressing state responsibilities for an educated citizenry and a productive work force. Rather, the question facing state policy leaders — governors, legislators, K-12 and higher education system officials — is what to do about it. How can states provide the support, resources and incentives to stimulate local collaboration while embedding those efforts in a broader, more comprehensive strategy for education reform and improvement across the sectors?

Our answer to that question lies in more closely linking state policies and leadership strategies for supporting partnerships with states' efforts for education reform and improvement. Thus, project objectives are to:

Identify state policies and leadership strategies for promoting collaboration between schools and colleges. State strategies must be framed within a context that carefully balances the educational needs of a state with the need to energize local partnership efforts. This objective focuses on identifying successful or promising policy approaches which (1) make local capacity building possible and (2) are consistent with a coherent state policy structure, that is, are among many policies directed toward improving educational achievement.

Strengthen the connection between collaboration and education reform by emphasizing the use of partnerships as catalysts for change. In many instances, the new relationships stemming from school-college partnerships may represent the first fragile beginnings of education reform. Rather than partnerships being viewed as ends in themselves, they can be alternately viewed as means for restructuring and improving education systems — both K-12 and higher education. This objective seeks to expand the role of partnerships to encompass their use as effective tools for reform and as critical features of a systemic approach to policy making.

Foster the state leadership needed to build a broad base of support for schools and colleges working together. If collaborative efforts are to become integral to and an accepted practice for education systems, then vigorous new kinds of leadership and new roles and relationships from all quarters are required. This objective focuses on raising state leaders' awareness of the benefits of partnerships and engaging their support and commitment to increasing collaboration between schools and colleges.

ECS believes accomplishing the objectives of this initiative will help state leaders make policy decisions that support collaboration between K-12 and higher education, and in particular, collaboration to improve minority student success. Over the long term, ECS seeks to encourage and facilitate a larger dialogue to redefine the underlying problem which partnerships seek to resolve. As long as the problem is cast as the failure of particular students to achieve college-level expectations within the existing education enterprise, state efforts to improve minority-student success will continue to treat the symptoms rather than the cause. The successes demonstrated by partnerships can help direct attention to the dramatic failure of most education systems to help all students, regardless of race or class, meet the high expectations now set for only a few.

Sandra Ruppert
ECS Project Director

INTRODUCTION

COOPERATIVE relationships among schools and colleges are playing a significant role in education reform today. New partnerships are being formed throughout the country under a variety of names: school-college partnerships, school-university collaborations, cooperatives, consortia, networks, alliances, linkages and interorganizational agreements. But collaboration among schools and postsecondary institutions is not new. A review of some of the partnership literature provides useful information about the origin and nature of school-college collaboration, lessons learned and how persons striving to link the two sectors can build on this knowledge.

The attached annotated bibliography is not intended to represent all of the published literature on school-college partnerships or even all the literature this author reviewed. Articles and reports described in the bibliography are drawn from the rather limited number of publications that go beyond describing specific partnerships and instead offer the "lessons learned" or overarching principles based on an examination of multiple initiatives.

How Partnerships Began

School-college partnerships have existed for more than a century. One of the earliest ones was initiated in 1892 at Harvard University. Even then, the desired goals were similar to many partnerships today — improvement of teacher preparation, better articulation between secondary and postsecondary sectors, sharing of resources — as were the barriers and frustrations experienced — lack of incentives, turf issues, domination by higher education, distrust, lack of long-term commitment.

Schools and colleges worked together in the early part of this century developing the first Scholastic Aptitude Test. In the 1930s, the Progressive Education Association explored strategies for better school-college relationships. The post-war World War II baby boom increased the need for cooperation in training new teachers, and Sputnik brought schools and colleges together to develop more advanced science and mathematics curricula.

In the late 1960s, a series of reports from the Carnegie Foundation for the Advancement of Teaching's Commission on Higher Education raised new issues in school-college partnerships and set the tone for the current direction of the partnership movement. The reports addressed not only the issues of partnerships for teacher preparation and for strengthening the connections between secondary and postsecondary education, but also the more specific systemic issues with which many partnerships grapple today such as ensuring equal access and opportunity for an increasingly diverse student population.

Types of Partnerships

Although few partnerships fall neatly into one category, most have tended to focus on one of the following areas: programs and services for students, programs and services for educators, research and resources, or restructuring of the education system.

Programs and Services for Students

Increasing the number of students who aspire to higher education and successfully make the transition between high school and college is of increasing concern to both sectors. These partnerships recognize the changing demographics of the student population and the need to target efforts toward minority and "at-risk" students traditionally underserved by either institution. Initiatives in this category include early identification and intervention programs at the elementary, middle or high school level, articulation agreements between the sectors and accelerated programs offering college-level instruction to secondary students.

Programs and Services for Educators

Rapid changes in the field of education, particularly in science and technical areas, and criticisms of how teachers are prepared in college and on the job have sparked programs in this area. Initiatives include alliances of school teachers and college faculty in the same academic discipline; programs that combine teacher preparation with an exemplary school site to demonstrate the best knowledge about teaching and learning and the purpose of schooling; and

centers, institutes and colloquia devoted to the professional development of the existing teaching force.

Research and Resources

Many postsecondary institutions realize that in remaining separate from schools, they have ignored a tremendous source of academic vitality. In response, some universities have developed programs that integrate research, teaching and service with a school and its community. Schools and colleges also are working together to develop and coordinate curriculum, instruction and assessments. Institutions often share more tangible resources as well, such as faculty, equipment and facilities.

Restructuring of the Education System

A growing number of statewide and local partnerships are employing a fundamentally different approach to collaboration. Their intent is to change the way whole systems — both K-12 and higher education — organize and provide educational services. Rather than graft a partnership onto the existing system, they seek to create a new K-16 system. These partnerships are characterized by sharing facilities, faculties and responsibilities for goal-setting, budgeting, and strategic planning.

Lessons Learned

Sustaining Commitment

A 1991 article examining people's commitment to school-university partnerships described it as like a child with a new puppy. "They are eager to have one, but negligent in its care and feeding. Like children, they discover that getting what one wants often produces more work," according to an article in *Metropolitan Universities*. Sustaining commitment of persons involved in partnerships — due to a variety of reasons including lack of rewards and incentives, change in personnel and limited resources — is a widely expressed concern.

One key to sustaining the partnership's momentum, researchers say, is strong and committed leadership. Numerous articles in education publications emphasize the importance of one or a small group of leaders to the success of the partnerships. Unfortunately, as the above article noted, "one of the few constants of school-university partnerships is the frequent change of personnel." Discussions of existing or previous school-college partnerships tend to focus on current leaders as the key to sustaining commitment and fail to consider the need for leaders to

create a culture that will outlive them, to have strong leadership at all levels or to seek broad systemic support. Often, broader commitment from policy makers, the community and other agencies serving students is needed to keep partnerships alive.

Beyond Adopt-a-Model

Because it takes a great deal of time to research all the different types of partnerships and collect and review scores of literature, many people considering a school-college partnership simply adopt the process and goals of a successful partnership that seems similar to what they want to do. But a partnership that has been successful in one situation may not work in another setting. No matter how similar the desired goals and institutions, the environments differ, making adopting a program more difficult than it might seem.

To assist people interested in school-college partnerships, much information has been compiled into a number of directories and databases that describe model programs and their key components. (See attached annotated bibliography for excellent examples of directories and databases.) These directories and databases provide a valuable network of people and ideas. What they don't do, however, is provide guidance in how to assess one's current situation — what human and other resources are available, in what type of environment will the partnership operate, how to decide what elements of various partnerships are right and how to measure progress.

Broader Definition of System

One pitfall of school-college partnerships is the tendency to create a bigger, but still closed, system. But it is important that "system" not be defined by the boundaries around the school and university alone. Some literature on school-college partnerships is beginning to consider the broader communities in which schools and universities exist. A 1991 *Teachers College Record* article, for example, noted that universities typically have ignored their communities and, in doing so, "missed the tremendous opportunity to work with communities in better research, teaching and service. Through their separation from society and aloofness from real-world problems, they have deprived themselves of a source of creativity and academic vitality. The very nature of complex, real-world problems encourages many types of partnerships." This observation is true for schools as well, many of which have neglected to use broader community resources.

Evaluating Partnership Outcomes

There also is little guidance available to help partnerships evaluate their effectiveness in what they ultimately seek to accomplish — increasing student motivation, achievement or learning. Progress often is indicated in terms of improved relationships among the faculty and educators implementing the partnership. Authors reflect on the amount of work involved in building trust, breaking down barriers created by turf issues, creating incentives and similar relevant issues. The danger, however, is that, although reflecting on how far a partnership has come in terms of building relationships among faculty and educators is critical to evaluating the process of creating and sustaining a partnership, it can become easy to lose sight of the real goal — increasing student achievement — and whether the partnership is making progress toward that goal.

The public, educators, policy makers, taxpayers and parents want to know whether or not school-college partnerships increase student achievement and how the collaborative will be held accountable for demonstrating it. In this time of fiscal austerity, policy makers must make decisions based on which programs are most central to the core goal of increasing student achievement. Those partnerships that can demonstrate attention to evaluating and assessing partnership outcomes stand the best chance of receiving sustained support.

The Role of Policy and Policy Makers

While the literature on school-college partnerships notes the importance of building trust and solid relationships between the school and college, there is almost no discussion of the need for a partnership to build relationships with state policy makers. The implied best role for policy makers is to keep out of the way. Policy is viewed at best as benign and at worst a significant barrier. Therefore, a tremendous amount of thinking goes into how to get around policy barriers or how policy barriers are to blame for a partnership's inability to achieve change.

One way policy can aid partnerships is to foster deregulation and/or encourage waivers of certain policies or statutes. However, a recent study by the Center for Policy Research in Education revealed that states aggressively promoting waivers to relieve schools of regulatory restrictions have remarkably few takers. One reason proposed by the report is that removing one barrier has little impact and that many people do not have a clear picture of the full policy framework.

School-college partnerships must involve policy makers and others with policy expertise in examining their overall policy framework to identify barriers and new ways in which policy

can encourage, enable and sustain partnerships. Policy can create an environment conducive not just to existing partnerships but also encouraging of future partnerships. State policy strategies and leadership can provide the necessary support, resources and incentives to stimulate local collaboration while embedding those efforts in a broader, more comprehensive strategy for education reform and improvement.

What's Next

Much of the recent literature on school-college partnerships is devoted strictly to descriptions of the history and development of specific model programs. Less common is for the authors to supplement their observations with broader research literature on partnerships in general or the experience of other partnerships. Also uncommon is formal evaluation or documentation that changes brought about through partnerships have made a fundamental, enduring difference either for the institutions involved or for students.

As partnerships among schools and colleges become more common nationwide, more communities will need information on what partnerships could mean for them. To better serve the needs of these groups and maintain the momentum of school-college partnerships, more study is needed in areas such as:

- Building on what has been learned — Further analysis of what is known about successful partnerships will help maturing partnerships understand their next steps as well as help new partnerships take more solid first steps. Analysis should include the experiences of business, health and social service agency partnerships as well as school and college collaborations.

- Viewing school-college partnerships in the context of broader system change — School-college partnerships are not a panacea for all problems in the education system. Neither can they operate successfully in a vacuum. Rather than seeing partnerships as ends in themselves, educators and policy makers should view them as a means for restructuring and improving both elementary/secondary and higher education systems. Partnerships have the greatest impact when they are linked with reforms and system change efforts that share the goal of increasing student achievement. Further research must reflect an understanding of the broader system changes needed and the role of partnerships in these changes.

- Using existing models to fashion local partnerships — There is no one best model for school-college partnerships. For people interested in forming a partnership, the development of a "consumer's guide" of existing partnerships could help them decide which type of partnership or elements are right for them and how to tailor an approach that fits their individual situation.

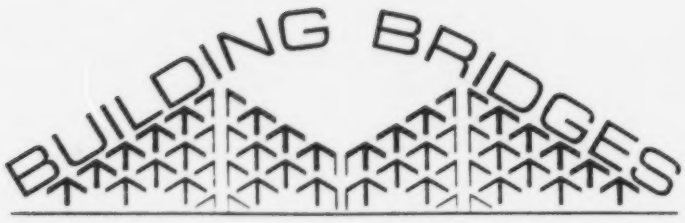
- Promoting supportive environments and committed leadership at all levels — Long-term success of partnerships depends on support and advocacy from a variety of people who rally around common goals. Coalitions including policy makers, businesspeople, parents, community leaders and others can maintain momentum and continuity of partnership efforts through times of transition and turnover of leadership. In particular, further study is needed to engage policy makers in discourse about the role of school-college partnerships in reform and to provide them with solid policy options for supporting partnerships.

- Emphasizing results — The process of forming a partnership can become an end in itself without continual focus on the goal of increasing student achievement. More information is needed on how partnerships affect student progress and success and how that can be measured.

CONCLUSION

IT is encouraging to note from the number of new school-college partnerships forming that the "partnership movement" is clearly on the rise. Yet, while expectations for school-college partnerships are growing, fiscal resources for education in most states are shrinking. Despite demonstrated successes and energetic efforts, many partnerships remain especially vulnerable to shifting priorities, personnel changes and budget cuts.

What will ensure that partnerships are seen not merely as add-on programs, but rather as critical tools for improving whole education systems? Simply adding more and better locally developed programs designed to help a handful of students or a single school will not be enough to help improve educational opportunities and achievement for all students at all levels of the education system. Instead, a combined "top-down" and "bottom-up" approach is needed that consolidates local creativity and vitality with a challenging state framework for embedding those efforts and making them applicable to other schools and colleges. In other words, it will take a cohesive set of policies and practices directed toward improving educational achievement.



ANNOTATED BIBLIOGRAPHY

Select Publications on School-College Collaboration

BAILEY, A. Y. "More Than Good Intentions: Building a Network of Collaboratives," *Education and Urban Society*, vol. 19, no. 1, November 1986.

This article discusses the formation and development of the Education EQuality Project Models Program (EQ Project) started by the College Board in 1983 as a national network of high school-college collaboratives. The network consists of 55 two- and four-year postsecondary institutions and 57 schools in 19 locations interested in increasing the number of students prepared for and entering college. The author concludes with lessons learned from the initiative, including: (1) involved institutions must understand that they have mutual concerns most effectively addressed through collaboration, (2) agreement on goals and commitments is essential, (3) key players must be "totally sold" on the project, (4) incentives, particularly monetary, are essential, and (5) collaboratives must resist inclination to get stuck at discussion stage.

BARNES, R. and L. MILLER. "Universities and Schools: The Two Sides of the Street and in Between," *Metropolitan Universities*, vol. 2, no. 1, Summer 1991.

Successful school-university partnerships must be founded on a strong, mutual understanding of and respect for the culture and strengths each institutions brings to the collaboration. Leadership roles in effective school-university partnerships will be diffuse. Faculty members from schools and universities share an equal responsibility to articulate, establish and direct collaborative activities that lead both schools and universities to improve themselves through the partnerships. Ultimately, the leadership role of the partnership director is crucial. She or he

must know how to work in both school and university cultures and to lead while walking among and between them.

BRIZIUS, M. and H. COOPER. *A Joining of Hands: State Policies and Programs to Improve High School-College Linkages.* Alexandria, VA: National Association of State Boards of Education, 1984.

This publication examines state policies and programs linking secondary and higher education. Eight types of "linkage strategies" are examined: (1) raising college admission standards, (2) establishing college preparatory curricula, (3) defining competencies for college preparation, (4) communicating broadly to the public about college preparation standards, (5) early intervention, (6) outreach, (7) acceleration and (8) feedback and information exchange. Several examples of state policy and initiatives are presented for each type of strategy. The document concludes with guidelines for states in establishing linkages between secondary and higher education. They include: (1) establish joint committee with state-level representation from secondary and higher education; (2) focus committee work on defining academic expectations for college, strategies for increasing number and diversity of students who can meet those expectations and identifying other problem areas; (3) gain commitment from chief state school officer and state higher education executive officer; (4) involve representatives from groups who must implement plans; (5) diffuse turf issues by involving secondary and higher education staff in all phases of planning; (6) include representation from outside education profession, i.e., community, business; (7) distinguish between "ideal" and "feasible"; (8) provide adequate staff support; (9) develop a positive relationship with the media; (10) create incentives for teachers and faculty; and (11) set a reasonable timetable for implementation.

CLARK, R. "School-University Partnerships in Action," *Metropolitan Universities*, vol. 2, no. 1, Summer 1991.

This article analyzes the status of the school-university partnerships in the National Network for Educational Renewal, which seeks simultaneous renewal of schools and universities. Discusses commonalities among partnerships and observations about aspects of partnerships that support progress.

DE BEVOISE, W. "Collaboration: Some Principles of the Bridgework," *Educational Leadership*, vol. 43, no. 5, February 1986.

The article distills principles of successful collaborative relationships from those involved in the long-term cooperation between the University of Louisville and the Jefferson County (KY) Public Schools: (1) starts with administrative support, (2) needs to have realistic expectations, (3) works toward consumer satisfaction, (4) avoids becoming involved in internal politics of other institution and (5) relies on effective delivery and reception systems.

GAUDIANI, C. and D. BURNETT. *Academic Alliances: A New Approach to School-College Collaboration*. Washington, DC: American Association for Higher Education, 1985.

Discusses and advocates a particular type of school-college collaboration — alliances between secondary and postsecondary faculty who teach the same subject matter within the same community. The focus of the alliance is for teachers and faculty to examine the quality of teaching and learning in their discipline at the local level and create "local communities of inquiry." Steps in establishing alliances are discussed along with other key considerations. Examples of alliances in several different disciplines are presented along with contact names and addresses.

GEHRKE, N. "Simultaneous Improvement of Schooling and the Education of Teachers: Creating a Collaborative Consciousness," *Metropolitan Universities*, vol. 2, no. 1, Summer 1991.

Based on her experience in creating a professional development center — a school-university project to improve middle schools and create appropriate professional programs for middle school teachers — the author examines dysfunctional attitudes in collaborative efforts. To change such attitudes, the author suggests using three tools: carefully selecting incoming participants, educating participants about the skills and attitudes of collaboration, and socializing participants through role modeling and rewards.

GOODLAD, J. "Toward a Healthy Educational Ecology," *Metropolitan Universities*, vol. 2, no. 1, Summer 1991.

The nation and the education system are awakening to the reality that schools do not exist in a vacuum. Healthy communities must have broad education ecologies in which multiple agencies each play significant roles. There must be a sense of responsibility and interdependence. The education system and the nation as a whole reflect some agreements about reform that make demands on higher

education. Those demands have to do with: (1) the school as the center of change, (2) simultaneously renewing schools and the education of educators, (3) professional development schools, (4) partnerships and (5) the educational ecosystem, i.e., schools alone cannot create healthy communities.

GOMEZ, M., J. BISSELL, L. DANZIGER, and R. CASSELMAN. *To Advance Learning: A Handbook on Developing K-12 Postsecondary Partnerships.* New York: University Press of America, 1990.

Based on the California-based Project STEP, the authors describe essential organizational elements for successful school-college partnerships. The handbook describes why and how to implement a partnership like Project STEP. For those considering such a partnership, the handbook provides guidance on organizational dynamics and how to design a partnership, establish a core administrative team, define initial objectives, develop student and parent support services, identify and secure needed fiscal and human resources, and evaluate and disseminate information for internal and external purposes.

GREENBERG, A. *High School-College Partnerships: Conceptual Models, Programs and Issues,* ASHE-ERIC Higher Education Report No. 5. Washington, DC: The George Washington University, School of Education and Human Development, 1991.

The book begins with an overview and history of high school-college partnerships. The author gives significant attention to the cultural discontinuity that exists between high school and college cultures and to the differences in institutional funding and resources, student populations, teachers and teaching, faculty roles in decision making and institutional leadership styles. The text highlights several models, including concurrent enrollment models; enrichment, compensatory and motivational designs; academic alliances and other teacher-to-teacher approaches; preservice teacher education; mentoring/tutoring models; school improvement and restructuring efforts; and state and nationwide reform partnerships. The book concludes with recommendations for future practice, which include: (1) identify the student population and program goals, (2) contact local high schools and school districts, (3) determine costs, (4) develop community support and (5) evaluate for program improvement. Also presented are recommendations for further research.

GROSS, T. "Partners in Education: The Need for Presidential Leadership," *Metropolitan Universities*, vol. 2, no. 1, Summer 1991.

School reform today is marked by partnerships among schools, colleges, businesses, government and communities. Within the university, however, these efforts too often arise through the college of education alone. Effective school-college collaborations require leadership from the president of the higher education institution. The author draws on his experiences with the SUNY - Westchester School Partnership and his role as president of Roosevelt University in drawing his conclusions.

GROSS, T. *Partners in Education: How Colleges Can Work with Schools to Improve Teaching and Learning*. San Francisco: Jossey-Bass Inc., Publishers, 1988.

Based on his experience with the State University of New York at Purchase and Westchester School Partnership, the author offers suggestions to potential partnership leaders, particularly those from the postsecondary sector. He provides a brief overview of several successful partnerships, explains how partnerships can be organized and administered, discusses funding possibilities and concludes with some interesting resource lists, such as arguments to present to prospective school districts, universities and corporations.

HARKAVY, I. and J. PUCKETT. "Toward Effective University-Public School Partnerships: An Analysis of a Contemporary Model," *Teachers College Record*, vol. 92, no. 4, Summer 1991.

Universities have done little to help collapsing urban communities in which many are located. In doing so, they have missed tremendous opportunity to work with communities in better research, teaching and service. Through their separation from society and aloofness from real-world problems, they have deprived themselves of a source of creativity and academic vitality. The very nature of complex, real-world problems encourages many types of collaboration. However, the structure and isolated research-oriented incentives of higher education institutions create a barrier to collaboration. The University of Pennsylvania has implemented "academically based public service" which integrates research, teaching and service to the Philadelphia community. The West Philadelphia Partnership encompasses a number of initiatives, including the West Philadelphia Improvement Corps and the Penn Public Service Internship Program. The author discusses the development and progress of various partnership initiatives and lessons learned.

KARWIN, T. (ED.). *Beyond the Handshakes: An Examination of University-School Collaboration.* Long Beach, CA: California State University, 1992.

Beyond the Handshakes is aimed at coordinating the California Academic Partnership Program (CAPP) with the Eisenhower Mathematics and Science Education effort of the California State Grant Program. The first section of the book summarizes and contains presentations from the project's "kick-off" conference. The second section contains a collection of numerous brief chapters, each by a different author, on key aspects of academic partnerships, including issues of culture gap, educational research, business-school collaboration, teacher education, professional development, change and the future of school-university partnerships. The last section presents case studies from CAPP's model partnership projects.

MAEROFF, G. I. *School and College: Partnerships in Education.* Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching, 1983.

This report uses case studies to present principles guiding partnerships. Presented in an interwoven, narrative style, the report makes recommendations, including: (1) high schools and colleges should determine jointly the content and specific skills required for entrance into college; (2) schools and colleges should work together to overcome barriers created by time limitations, i.e., students should be free to move at their own pace, more flexibly making the transition from school to college; (3) programs for teachers should be developed jointly by schools and colleges; (4) schools and colleges should work to avoid curricular overlap and duplication; (5) collaboration is needed to identify and provide intervention for disadvantaged students at an early age; and (6) every school and college should establish a partnership with one or more school districts.

MINGLE, J. and E. RODRIGUEZ. *Building Coalitions for Minority Success.* Denver: State Higher Education Executive Officers, 1990.

This report demonstrates how state higher education boards are providing leadership and changing their roles to create both opportunity and success for minorities. These boards are creating a new agenda by bringing together all those who have a stake and a role in minority education — the schools, the community and the various sectors in higher education. Initiatives of higher education boards in Arizona, Colorado, Illinois, Massachusetts, Montana, New York, Ohio and Tennessee provide case studies of this new process of building coalitions for minority success.

MOCKER, D. W., D. C. MARTIN and N. C. BROWN. "Lessons Learned from Collaboration," *Urban Education*, vol. 23, no. 1, April 1988.

Discusses lessons learned from the collaborative project sponsored by the National Association of State Universities and Land Grant Colleges (NASULGC) and involving several urban school districts and universities. Lessons learned are that collaboration: (1) works best when both institutions are pursuing "enlightened self-interest"; (2) requires direct and continued involvement of leaders of both institutions; (3) is most effective when all institutions work toward a common set of clear, measurable objectives; (4) works best in environment conducive to innovation; (5) is most effective when resources come from entire university, not just one department; and (6) requires involvement by diverse community organizations, each accepting ownership of the problem.

SIROTNIK, K. "Making School-University Partnerships Work," *Metropolitan Universities*, vol. 2, no. 1, Summer 1991.

School-university partnerships do not mean higher education provides services to and imposes itself upon lower education. Rather, they mean equal partnership between schools and universities, partnership that is institutionalized to the extent that significant work on shared problems — work that could not be solved by either party alone — is achieved. Such partnerships work in theory and in practice. This article includes examples of success and some important lessons from the Puget Sound Educational Consortium.

SIROTNIK, K. A. and J. I. GOODLAD (EDS.). *School-University Partnerships in Action*. New York: Teachers College Press, 1988.

This book presents an in-depth look at the components and concepts guiding school-university partnerships. Through multiple contributors, this book: (1) details the model that the authors see emerging as the most viable form of school-university relationship, (2) clarifies terminology and reviews the literature on and efforts at linking schools and universities, (3) analyzes a selected set of case histories of school-university relationships, (4) develops a research and evaluation perspective compatible with the emerging model, (5) critically appraises the viability of the school-university partnership concept and (6) guides future endeavors with lessons learned thus far.

SODER, R. "The Wealth of Higher Education, Reward Structures and School-University Collaboration," *Metropolitan Universities*, vol. 2, no. 1, Summer 1991.

> School-university collaboration is important for practical as well as ethical reasons. A public metropolitan university unwilling to engage in interactive relationships with its community risks losing support and inviting state intrusion. Such a state-dominated university ceases to be a source of critical objectivity and becomes a passive producer of whatever transient needs dictate. The practical ground for collaboration thus becomes ethical, in that such a university meets neither its own needs nor those of the state.

STOEL, C., W. TOGNERI and P. BROWN. *What Works: School/College Partnerships to Improve Poor and Minority Student Achievement*. Washington, DC: American Association for Higher Education, 1992.

> This publication provides readers with an overview of types and dimensions of existing partnerships, how they operate and the importance of partnerships as a strategy for broader education reform. Descriptions of partnerships are divided into seven categories: (1) early identification programs, (2) dropout prevention programs, (3) programs focusing on curriculum and teaching, (4) professional paths programs, (5) college access programs, (6) programs such as schools on college campuses and (7) comprehensive programs.

TRUBOWITZ, S. "Stages in the Development of School-College Collaboration," *Educational Leadership*, vol. 43, no. 5, February 1986.

> Trubowitz examines stages of development in the partnership involving Queens College, the New York City Board of Education and the Louis Armstrong Middle School. Indicators of success of collaboration are viewed in terms of student attendance and achievement. Stages of development include: hostility and skepticism, lack of trust, period of truce, mixed approval, acceptance, regression (due to changes in leadership and stagnation).

WILBUR, F. and L. LAMBERT. *Linking America's Schools and Colleges: Guide to Partnerships and National Directory*. Washington, DC: American Association for Higher Education, 1991.

> This directory is the product of the second national survey of school-college partnerships initiated in 1989 by AAHE. Survey instruments were mailed to chief academic officers of all two- and four-year U.S. colleges and universities. The survey instrument called for respondents to compose abstracts of 300-500 words

describing their programs as well as basic demographic information and the name and address of a contact person. Partnerships listed in the directory are divided into four categories: (1) programs and services for students, (2) programs and services for educators, (3) coordination, development and assessment of curriculum and instruction and (4) programs to mobilize, direct and promote sharing of educational resources.

WILBUR, F., L. LAMBERT and M. J. YOUNG. *School-College Partnerships: A Look at the Major National Models*. Reston, VA: The National Association of Secondary School Principals, 1988.

This publication contains brief profiles of over 100 school-college partnerships categorized by program type. Each profile gives the name, address and phone number of school and university contacts. Information in this report was derived from the National Survey of School-College Partnerships, conducted in 1986.

ABOUT THE AUTHOR

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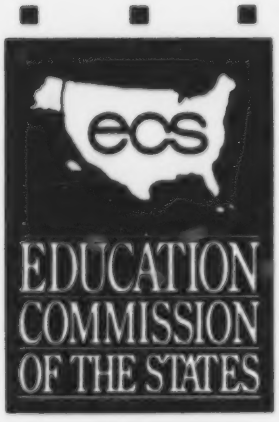
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